

HANDOUT E

EXIT & FOLLOW-UP SCENARIOS

EXIT SCENARIOS

Directions

Read the scenarios. Discuss with your partner or group the questions posed at the end of each scenario. Have at least one person take notes; you may volunteer or be asked to report out on your answers.

1. Roberto is 17 and attends an alternative high school. He has been enrolled in the WIA youth program since last May. He participated in a paid work experience program over the summer and still participates in it part-time. It's December, and he has an offer for an unsubsidized part-time job and thinks he's learned all he needs from the WIA program. He's also doing well in school and should obtain his diploma by June, but his plans for employment or further education after he graduates are vague. *Should you exit him now? Why or why not? What steps might you take during follow-up to ensure good performance outcomes?*
2. Irene was 20 when she enrolled in the WIA youth program. She was assessed basic skills deficient, so her case manager helped her to enroll in a basic skills remediation class. She participated in a work readiness class and is now in subsidized work experience. It is October 10th, and she has just been offered a full-time job at the office where she has been working part-time, and she would like to take the job. *Do you exit her now? Why or why not? What are the performance implications of either action?*

3. Rhonda is a 22 year old who enrolled in the WIA youth program when she was 20. She just successfully completed a CNA program and received a certificate and now wants to continue her education in a 12 month RN program at a local community college, because she knows she will earn a much higher salary. Before she entered the program, she worked part-time, 10 hours per week and had earned her high school diploma. She's already received notice that she will be given financial aid, but plans to work about four hours a week during the program to make ends meet. *Should you exit Rhonda? Why or why not? What are the implications for the performance measures?*

4. Terry is age 16. Her case manager decides to help her enroll in an alternative school to work on her basic skills and get her GED. She participates in a WIA Youth Program work readiness class. In early December, Terry calls her case manager and says she wants to drop out of the alternative school and doesn't need any more services because her friend says she can get her a job at a hair salon (belonging to the friend's sister). *What should the case manager tell Terry? Should the case manager exit her? If no, why? What are the implications for the performance measures? If yes, what follow-up services should be provided?*